

LB 1878

.A 232

1909

LB1878
A252

State of Louisiana
Department of Education
1909

MANUAL FOR

LOUISIANA STATE UNIVERSITY SUMMER SCHOOL,
BATON ROUGE, MAY 31, TO JULY 31.

AND

TULANE UNIVERSITY SUMMER SCHOOL, NEW ORLEANS,
JUNE 14, TO AUGUST 14.

ISSUED BY THE

BOARD OF STATE INSTITUTE
MANAGERS

BATON ROUGE
THE NEW ADVOCATE, OFFICIAL JOURNAL
1909

L31878

A232

20.2.8 Sept. 1914. H.C.

MANUAL

OF

SUMMER SCHOOLS

FOR TEACHERS HOLDING

FIRST-GRADE CERTIFICATES

OR THE EQUIVALENT,

Normal School and College Graduates

LOUISIANA STATE UNIVERSITY Summer School, Baton Rouge, Opens May 31st, and Closes July 31st. Nine Weeks Each of Six School Days.

TULANE UNIVERSITY Summer School Opens June 14th, and Closes August 14th. Nine Weeks Each of Six School Days.

NOTE—Persons not Holding a First-Grade Certificate or its Equivalent are not Entitled to Enrollment in Either of the Above Schools.

D. OF D.
JUL 5 1910

30

GENERAL STATEMENT.

The Summer Normal Schools at Baton Rouge and New Orleans, for teachers holding the equivalent of a First Grade Certificate or higher, have been established in response to a strong demand from the progressive teachers of the State for advanced courses in academic and professional work. The attendance at these schools has been most gratifying in the past, and we feel confident of an increased attendance at New Orleans (Tulane) and Baton Rouge (L. S. U.) during the summer of 1909.

Although there are elementary courses in agriculture, botany, nature study and school gardens, music for all grades, manual training and drawing for all grades, and a course in kindergarten and primary methods, the work in the main is intended as training school for supervisors of music and drawing, kindergartners, teachers of science and the languages, primary teachers who wish to take courses in education, principals of agricultural schools, high school teachers, high school principals, institute instructors and superintendents

The work is a departure from the popular and inspirational form of summer school in that it offers, during a period of nine weeks, solid and substantial training in academic and professional branches which may lead to degrees in the Louisiana State University, Tulane University, or to a State Certificate.

Louisiana has school conditions peculiar to itself. Within the past two years there has been a marvelous development of its grammar and high schools.

To solve the special school problems of the State, there must be some well-defined purposes and policies. The schools of Baton Rouge and New Orleans have been planned and organized, in part, to meet the needs, to study the conditions, and to solve the problems of the State. It will be noticed that the courses offered have a direct bearing on school conditions and needs of the State. The instructors are specialists in their respective departments and are qualified to speak with authority. For the reasons above given, we believe that better results can be obtained at these schools than elsewhere and that it is to the interest of ambitious teachers to attend these schools and identify themselves with the progressive school movements and school men of the State.

We also believe that the school system of the State will get beyond the teacher who does not profit by the opportunities offered in the summer schools of 1909.

Yours very truly,

Board of State Institute Managers.	{	T. H. HARRIS, <i>State Supt. of Education.</i>
	{	J. B. ASWELL, <i>Pres. La. State Normal School.</i>

L. J. ALLEMAN, State Institute Conductor.

Baton Rouge, La., March 26, 1909.

EXPENSES, ROOMS AND BOARD.

Rooms will be free to student-teachers in the dormitories of both institutions. Beds and mattresses will be furnished without charge, but bed-clothes and towels must be supplied by the students.

Table board at the Tulane University Refectory will be \$4.00 per week; at the Louisiana State University Refectory, \$3.50 per week.

Boarding and rooms may be obtained at reduced rates in boarding houses and private families near Tulane University.

Rooms and board may be obtained in private families and boarding houses near the University in Baton Rouge at \$4.50 to \$10 per week.

FEES.

A registration fee of \$2.00 will be charged all Louisiana students who enroll in the summer schools. Students from other states will be required to pay a registration fee of \$5.00. In Tulane University students will be required to pay for materials used in laboratories and shops. In the Louisiana State University these materials will be free.

RAILROAD RATES.

Application has been made for reduced railway rates from all points in Louisiana and Mississippi. Notify your agent ten days before you leave that you expect to get reduced rates from your station to Baton Rouge or New Orleans. *If the agent has not been authorized to issue certificates, be sure to get a receipt for every fare you pay.* You will pay full fare going, and get the reduced rate on the return trip.

All complaints about rates should be made in writing to L. J. Alleman, State Institute Conductor, Baton Rouge, La.

COURSES AND CLASSES.

The classes will in general meet six times a week for nine weeks, in periods varying from one hour to two hours, and in longer periods when they are con-

ducted in the laboratory or in the field. It is the aim in each of the courses to assign work sufficient to occupy one-third of the entire working time of the student-teacher. Each teacher will be required to take one course in Education unless all of the courses there offered have been completed by the teacher. The maximum amount of work permitted each student will absolutely be limited to eighteen hours per week—the equivalent of *three full courses*.

CREDITS.

1. A CERTIFICATE OF CREDIT will be given each student doing satisfactory work in three courses daily for nine weeks. This certificate will entitle the holder of any teachers' certificate (1) to an extension of the certificate one year, or, (2) to a credit of 15 per cent on the general average of an examination for any teachers' certificate, provided the examination be taken within one year of the issuance of the certificate of credit.

2. DEGREE CERTIFICATES. Student-teachers who pursue and satisfactorily complete any course of university grade will be given a *Summer School Degree Certificate*, showing that such course has been completed. These certificates will entitle the recipients to credits for the degree of A. B. or B. S.

3. CERTIFICATES OF ATTENDANCE will be issued to persons not entitled to *Certificates of Credits* or *Summer School Degree Certificates*. The *Certificates of Attendance* will not entitle recipients to extension of teachers' certificates nor allowance of per cent on examination as offered by resolutions of the State Board of Education.

4. INCREASE OF SALARY has been offered by about two-thirds of the School Boards of the State

to teachers who satisfactorily complete any three courses at either of these schools.

PROFESSIONAL BOOKS.

Students should bring with them all books on the subjects of the courses they desire to pursue and all the professional books in their possession.

For further information apply to

M. G. OSBORN, *Secretary*.

Louisiana State University, Baton Rouge, La.

J. M. GWINN, *Director*,

Tulane Summer School, New Orleans, La.

LOUISIANA STATE UNIVERSITY SUMMER SCHOOL.

FACULTY.

THOS. D. BOYD, *President of the University.*

A. B. COFFEY, *Director,*

Psychology; Educational Economy.

S. E. WEBER,

History of Modern Education; Secondary Education.

D. T. POWERS,

Philosophy of Education; Elementary Education.

J. W. NICHOLSON,

Algebra; Higher Algebra; Analytic Geometry.

D. D. CLINE,

Plane Geometry; Solid Geometry; Trigonometry.

R. L. HIMES,

Accounting; Commercial Geography.

H. M. BLAIN,

English.

A. G. REED,

English Literature.

E. L. SCOTT,

Latin and French.

D. W. THOMAS,

Latin.

C. E. COATES,

Chemistry.

A. T. PRESCOTT,

Economics; Sociology; Political Science.

W. L. FLEMING,

History.

E. A. BESSEY,
Botany and Zoology.

A. M. HERGET,
Manual Training.

A. F. KIDDER,
Agriculture; Horticulture.

V. L. ROY,
Nature Study; School Gardens; Agriculture
in the Common Schools.

T. W. ATKINSON,
Physics.

MISS MARY GRUBB,
MISS BERTHA SMITH, } Arts and Crafts.

MISS MARY D. HOPGOOD,
Singing.

MISS CLARA R. EMENS,
Writing.

MISS CORINNE FONDE,
Kindergarten.

MISS ANNIE O. BURRIS, *Matron*

SYLLABI OF COURSES.

(L. S. U.)

EDUCATION AND PSYCHOLOGY.

Professors COFFEY, WEBER and POWERS.

COURSE 1. The Philosophy of Education. Prerequisite, one year's work in psychology. It is the purpose of this course to so adjust the necessary formal methods of instruction to know psychological principles of education as to meet the demands and needs of society.

Text: Horne's Philosophy of Education.

Four times a week.

Professor Powers.

COURSE 5. Educational Economy. Prerequisite, a year's study in psychology. A study of educational systems and school maintenance; the relation of the school to the nation, and national maintenance; the relation of the school to the commonwealth, and state maintenance and control; proper state, parish, and city organization; the true relation between superintendent, principal, and teacher; supervision and classification; and cooperation between teaching force and patrons.

Text: Snedden's School Administration.

Four hours.

Professor Coffey.

COURSE 8. History of Modern Education. The meaning of the Renaissance and the Reformation; institutional adjustment to the changing order of things; influences which contributed to a general feeling of unrest; a gradual recognition of the true worth of the individual as a necessary element in the upbuilding of the institution; individual

power dependent upon individual education; the educational ideas and educational idealists of Europe and America subsequent to the Reformation; the rise of educational institutions and educational systems in America.

Text: Paul Monroe's Brief Course in the History of Education.

Six hours.

Doctor Weber.

COURSE 11. Elementary Education. Prerequisite, one year's work in psychology. In this course the aims, organization, practices, shortcomings, and achievements of the elementary schools, during the different periods of national development, will be noted; possible improvements will be suggested, and the outlook studied. Especial stress will be laid upon the proper methods to be employed in the organization and instruction of the elementary school in Louisiana.

Text: Bagley's Classroom Management.

Six hours.

Professor Powers.

COURSE 12. Elementary Education. Prerequisite, one year's work in psychology. For the purpose of the summer session, this course will vary from its regular university content. For the summer, the course will be devoted to a very careful analysis of the work which should be done in the subjects of reading and language in the elementary grades, and the most approved methods of presenting such subjects.

Six hours.

Professor Powers.

COURSE 13. Secondary Education. The relation of the secondary school to the elementary school; to life and to higher education; a comparison of the secondary schools of different states; their or-

ganization, needs and outlook in Louisiana. General high school methods will also be studied.

Text: DeGarmo's Principles of Secondary Education.

Six hours.

Doctor Weber.

PSYCHOLOGY.

COURSE 3. The subjects of this course are conscious sensations; nervous mechanism and mental activity; perception and ideation; persistent tendency of the ideative processes; consecutive and associative memories and their respective educational and intellectual values; association, comparison, and contrast in their relation to the selection of cognate ideas, emotion, imagination, thought, and will as determining forces in individual conduct.

Text: Royce's Elements of Psychology.

Six hours.

Professor Coffey.

MANUAL TRAINING.

1. DRAWING.

A course in freehand and instrumental drawing covering the principles of geometric drawing, isometric, cabinet, and orthographic projection, and the application of these principles in drawing a model desk or table for use in physical or chemical laboratory, the shop or drawing room.

Two lectures and ten hours' practice a week.

2. SHOPWORK.

A course in joinery and cabinet making covering the principles of sharpening and using the principal hand tools used in woodworking; also the methods of staining and polishing wood.

Lectures will be given setting forth the kind of bench and tools, and their cost, which should be used in manual training classes in the high schools.

Two lectures and ten hours' work a week.

MATHEMATICS.

Professor NICHOLSON and Mr. CLINE.

B. ALGEBRA.

Evolution, involution, binomial theorem for integral exponents, radicals, imaginary numbers, quadratic equations.

Text: Nicholson's Elementary Algebra.

Six hours a week. Professor Nicholson.

B. GEOMETRY.

The first four books of Plane Geometry, including a large number of original problems.

Text: Wentworth's Plane Geometry.

Six hours a week. Mr. Cline.

1. HIGHER ALGEBRA.

This course includes proportion; variation; arithmetical, geometric, and harmonic progression; the binomial theorem for any rational exponents; the properties of and computations by logarithms; indeterminate linear equations. To enter this course students must have completed elementary algebra through quadratic equations.

Text: Wells' College Algebra.

Six hours a week. Professor Nicholson.

2. HIGHER ALGEBRA.

This course is a continuation of course 1, and includes inequalities; limits; convergency and divergency of series; undetermined coefficients; partial fractions; reversion of series; continued fractions; and graphic solutions of linear and quadratic equations.

Text: Wells' College Algebra.

Six hours a week. Professor Nicholson.

3. SOLID GEOMETRY.

To enter this course students must understand plane geometry. Much importance is attached to

their being able to prove the ordinary theorems, demonstrate simple original propositions, and solve problems relating to the mensuration of polygons and circles.

Text: Wentworth's Solid Geometry.

Six hours a week.

Mr. Cline.

4. PLANE, ANALYTIC AND SPHERICAL TRIGONOMETRY.

To take this course students must have completed course 1.

Text: Nicholson's Trigonometry.

Six hours a week.

Mr. Cline.

7. ANALYTIC GEOMETRY.

Text: Wentworth's Analytic Geometry.

Six hours a week.

Professor Nicholson.

ACCOUNTING AND COMMERCIAL GEOGRAPHY.

Professor HIMES.

ACCOUNTING.

Aim of Course:

1. To prepare teachers to teach the bookkeeping as required by the agricultural and business courses in the high schools.
2. To teach the elements and practice of accounts required in ordinary bookkeeping.

Subject matter:

1. The adopted texts for the State High Schools for the next four years.
2. Supplemental lectures and exercises given to develop a mastery of the principles and laws of accounting and skill in their application.

Time required: Six hours in class and twelve hours laboratory per week during the term.

Equivalent to Commerce 1 and 2 in the School of Commerce.

COMMERCIAL GEOGRAPHY.

Aim of course:

1. To fix in mind that body of geographical knowledge that it is necessary to know before any real study of commerce is possible.
2. To study the earth in its effect upon the life of man, and to study man's life in its utilization of geographical resources.

Subject matter:

1. The complete geography by Adams, whose elementary text is to be used in the high school courses.
2. Reports from the Department of Commerce and Labor.

Time required: Six hours a week during the term.

ENGLISH.

Professor BLAIN.

6. ADVANCED ENGLISH COMPOSITION.

This course is designed to teach: (1) How to write; (2) how to teach others to write. It consists of lectures and class discussions, the mastery of the text-book adopted for high school use, the study of typical specimens of discourse, and *continual practice in writing*. The plan is as follows: First week, the fundamentals and the paragraph; second week, the whole composition (involving the making of outlines); third and fourth weeks, description; fifth week, narration; sixth and seventh weeks, exposition; eighth and ninth weeks, argumentation.

Text-books: Brooks and Hubbard's Composition-Rhetoric; specimens of the forms of discourse.

Six hours a week.

12. AMERICAN LITERATURE.

A general survey of American literature, with special attention to the literature of the South. The study of selected masterpieces, readings by the professor, parallel reading, essays, and reports. Emphasis will be placed on the literature required in the high school course.

Text-books: Tappan's A Short History of England's and America's Literature, Part II; selected masterpieces.

Six hours a week.

17. ENGLISH IN THE HIGH SCHOOL.

The course involves: (1) Talks on the teaching of literature, with illustrative lessons in the study of the novel, the essay and oration, the drama, and lyric and narrative poetry; talks on the teaching of composition, with illustrative lessons. The lessons are based on the literature required for study in the high school.

Two hours a week.

ENGLISH LITERATURE.

Professor REED.

4. A GENERAL SURVEY OF ENGLISH LITERATURE FROM MILTON TO THE PRESENT.

Representative poems will be studied in class in chronological order; prose will be studied in outside readings, assigned and reported on. Special emphasis will be placed upon the classics taught in the high schools; some attention, also, will be given to methods of teaching literature in the schools. Essays are required.

Text-books: Manly's English Poetry; annotated editions of the English classics; Tappan's Short History of England's and America's Literature.

Six hours a week.

9. SHAKESPEARE.

Class-room reading and interpretation of selected plays. Some attention will also be given to Shakespeare's life and times, the principles of his dramatic art, and the sources of his plays. Parallel reading and essays are required.

By special arrangement with the instructor, properly qualified students may count this course for graduate credit, provided they do additional parallel reading and submit a satisfactory thesis.

Six hours a week.

18. PRINCIPLES OF CRITICISM.

The aim of this course is to consider the principles of literary criticism and to show how these principles are illustrated in the various kinds of literature, such as the epic, the drama, and the lyric.

By special arrangement with the instructor, properly qualified students may count this course for graduate credit, provided they do additional parallel reading and submit a satisfactory thesis.

Four hours a week.

LATIN AND FRENCH.

Professor SCOTT and Mr. THOMAS.

LATIN.

A. BEGINNERS' COURSE.

This course includes a careful study of the inflections, the simpler rules for composition and derivation of words, syntax of cases and of the verb, the structure of sentences in general, with particular regard to relative and conditional sentences, in-

direct discourse and the subjunctives. Much time will be given to exercises, oral and written, in translation from Latin into English and from English into Latin.

This course will be so conducted as to be of service to teachers of Latin, in addition to being a preparatory course for students of Latin in general.

Textbook: Collar and Daniell's First Year Latin.

Six hours per week.

Mr. Thomas.

B. CAESAR.

This course includes systematic study and translation of Books I and II of Cæsar's Gallic War and a synoptic presentation of Books III and IV, with exercises in sight reading, grammar and Latin prose composition, based on the text accompanying the readings.

Text-books: Walker's Cæsar, four-book edition; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Cæsar.

Six hours per week.

Mr. Thomas.

C. CICERO.

This course emphasizes the literary side of Cicero's orations, without overlooking the grammatical. The first and second orations against Catiline are studied minutely with reference to force and taste in translation. Due attention is given to the political and historical setting. The third and fourth orations against Catiline are presented as a means of acquiring a grasp of a Latin paragraph through exercises in sight reading and translation. Prose composition is a part, also, of this course.

Text-books: D'Ooge's Select Orations of Cicero; Bennett's Latin Grammar; D'Ooge's Latin Composition based on Cicero.

Six hours per week.

Mr. Thomas.

1. OVID.

This course consists of selections chiefly from the *Metamorphoses* of Ovid, and is presented as an introduction to the study of Latin poetry of the Augustan age. Latin prose composition by topics and in sequence forms a part of this course. The course in Ovid should be particularly helpful as an initial study in types of poetic imagery.

Text-books: Miller's Ovid, selected works; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours per week.

Professor Scott.

2. VIRGIL.

In connection with the reading of selections from the first six books of the *Aeneid*, a study is made of Virgil, the man and the poet, of the *Aeneid* as a whole, its relation to the Augustan age, and of its subsequent influence. Prose composition and grammar are continued as in course 1.

Text-books: Any standard vocabularied edition of Virgil's *Aeneid*; Bennett's Latin Grammar, or Allen and Greenough's New Latin Grammar; Daniell's New Latin Composition, Part III.

Six hours per week.

Professor Scott.

It is deemed advisable that inasmuch as the best results in the study of Latin are to be obtained through an ardent devotion to the course, or courses, chosen, those taking this subject so arrange their schedules as to afford abundant oppor-

tunity for lesson preparation and collateral reading in the library.

Each class in Latin will meet six times a week.

In every course the inherent difficulties of the subject will be noted; the qualities of style and composition peculiar to each author read will be presented inductively; the powers of mind brought into activity will be discussed; and plans of conducting the work of each course most advantageously will be considered.

FRENCH.

1. ELEMENTARY WORK.

In this course the student is thoroughly grounded in the elements of French. The class periods are devoted to graded drill work in grammar, composition, and translation. Such attention is paid to phonetics as will enable the student to secure an accurate pronunciation from the very outset.

Text-book: Chardenal's Complete French Course, Revised Edition.

Six hours a week.

Professor Scott.

GERMAN, SPANISH, GREEK.

Courses in elementary German, Spanish, and Greek, and in advanced French will be given if there is sufficient demand for them.

CHEMISTRY.

Professor COATES.

A. This course consists of lectures and lecture room demonstrations, supplemented by laboratory studies on the type elements and the general laws of chemical action. During the summer school of 1909 the text used will be Hessler and Smith's Essentials of Chemistry. The attempt will be made to finish the

entire text, together with the laboratory work for students in the manual bound with the text, thus covering the course in chemistry prescribed by the State Board of Public Education for the high schools of Louisiana. Though not the same course, this Chemistry A will be accepted as equivalent to Chemistry 1 in the University curriculum, and will be given a credit of three semester hours in the University.

Six lectures per week, and ten hours' laboratory work per week during the entire summer session.

ECONOMICS, SOCIOLOGY, AND POLITICAL SCIENCE.

Professor PRESCOTT.

ECONOMICS.

1. ESSENTIALS OF ECONOMIC THEORY.

This course consists of a systematic treatment of the abstract principles of economic science, supplemented by a study of the historical development of economic theory, as indicated by the views of the various schools of economists who have contributed to this development.

Text: Ely's Outlines.

Six hours a week. First term.

SOCIOLOGY.

1. GENERAL SOCIOLOGY.

The elements and structure of society, including group activities and the interrelation of the individual and the group.

Text: Gidding's Readings.

Six hours a week.

POLITICAL SCIENCE.

1. AMERICAN GOVERNMENT.

A course in the structure and functions of government in the United States, including a study of

local, state and federal organs and their relations to one another.

Text: Bryce's American Commonwealth.

Six hours a week.

HISTORY.

Professor FLEMING.

In every course in History a text will be used as a basis of the work. The text will be supplemented by formal or informal lectures by the professor. Students will be expected to prepare recitations from the text, take notes in class, read papers, make reports upon assigned topics, prepare historical maps and outlines and make frequent use of the historical collections in the library. The Department of History is supplied with maps, atlases, reference works, pictorial collections and other illustrative material.

9. HISTORY OF LOUISIANA.

An intensive study of the political, social and economic history of the State. Special attention will be given to the following topics: Conditions in Europe affecting colonization in America; European claims to American territory; early French settlements; the government of Crozat; John Law, Louisiana, and the Mississippi Bubble; Louisiana as a royal province; the revolution of 1768; Louisiana in international diplomacy; purchase by the United States; the Burr conspiracy; the War of 1812; the development of the American State; troubles leading to secession; Civil War and Reconstruction; education, Colonial and Nineteenth Century; Twentieth Century Louisiana.

Text: Phelps's History of Louisiana.

Six hours a week.

15. GEOGRAPHIC INFLUENCES IN HISTORY.

This course will consist of a study of the physical influences affecting political, social, and economic institutions. After a summary survey of the geographic influences in Old World history, the remainder of the course will be devoted to a study of the physical influences operating in American history. Such topics as the following will be studied: Geographic conditions affecting the discovery and colonization of the New World; a comparison of North and South America; the influence of the eastern rivers and harbors on colonial development; the Appalachian Mountains as a protection against the Indians and the French and an obstacle to westward expansion; influence of the trans-Allegheny environment on early settlers; location of passes, portages, trails, roads, canals, and railroads; the river systems; the westward expansion; the western plains and the Rocky Mountains; the scientific boundaries; geographical influences in war, in the slavery struggle, in the development of American sea power and commerce, and in the distribution and problems of immigration, cities, industries, and transportation lines. The work will be illustrated by the use of maps, models, pictures, etc.

Four hours a week.

17. METHODS OF TEACHING HISTORY IN SCHOOLS.

This course deals with such topics as the value of history; its place in the educational program; texts and courses of study in elementary and secondary schools; methods of teaching; recitations; preparation of teacher and pupil; lesson plans; use of material outside the text, etc. A part of the time will be devoted to examining and criticis-

ing the materials available for use in the study and teaching of History, such as (1) the various text-books; (2) historical syllabi; (3) historical notebooks; (4) material for collateral reading (sources and secondary matter); (5) historical geography (maps and atlases and map-making); (6) historical illustrations (photographs, facsimiles, drawings, cartoons, etc.); originals of documents, relics, etc.; (7) publishers' material useful in history classes; (8) books useful for teachers (advanced works and books on methods; (9) historical works for a school library, etc.

Text: Bourne's Teaching of History and Civics.

Two hours a week.

Note.—Courses 15 and 17 will be given as one full course; course 15, four hours a week and course 17 two hours a week.

BOTANY AND ZOOLOGY.

Professor BESSEY.

BOTANY.

1. GENERAL BOTANY.

A course designed to give a general view of the more important lines of botanical work. Introduction to the structure of plants (cells, tissues, tissue systems). Elementary plant physiology, general morphology, physiology and life history of a series of plants, beginning with the lowest and progressing toward the highest.

Text: Andrew's Botany All the Year Round.

Two hours of lecture and eight of laboratory per week.

ZOOLOGY.

1. GENERAL ZOOLOGY.

This course is designed to train the student in the manipulation of the microscope and in general

laboratory methods. It provides opportunity for the study of typical animals in the dissecting room and in the field. The lectures treat in a general way of classification; the relation of animals to inorganic things, to plants and other animals; physiology; and economic value of important injurious and beneficial animals of Louisiana.

Text: Herrick's Text-book in General Zoology.

Two hours of recitation and eight of laboratory per week.

AGRICULTURE AND HORTICULTURE.

Professor KIDDER.

AGRONOMY.

1. PRINCIPLES OF AGRONOMY.

This course includes a study of the elementary principles of soils, field and farm management in their relations to general agriculture. The origin and classification of soils, different methods of cultivation and their effect upon the movement and control of soil water with its ultimate effect upon plant development, benefits of a crop rotation and the use of fertilizers, including a study of the Louisiana fertilizer law, are given due consideration in the simplest manner possible.

Text: Fletcher's Soils.

Six hours a week.

3. FARM CROPS.

Requisite, Agronomy 1 and Botany 1 and 2.

Lectures and recitations upon the classifications and methods of improvement of farm crops. Special studies will be made of the staple crops of Louisiana, embracing cotton, cane, corn and rice, and the foliage and forage plants. Individual crop studies will include varieties, geographical distribution, culture, harvesting, preservation, uses, prepara-

tion for use, obstructions to growth, and means of repression, production, marketing, and history.

Text: Hunt's Cereals in America.

Six hours a week.

ANIMAL INDUSTRY.

2. FEEDS AND FEEDING.

The principal topics discussed under the head of Principles of Feedings are as follows:

The relations of plant and animal life, the chemical elements of nutrition, the compounds of animal nutrition; the digestion of food, the conditions influencing digestion, and the functions of the nutrients. The principal topics discussed under the head of Practice of Feedings are as follows: Commercial feeding stuffs, natural products, valuation of feeding stuffs, and the selection and compounding of rations for work stock, meat production, milk production, growing animals, and poultry.

Text-book: Jordan's The Feeding of Animals.

Six hours a week.

HORTICULTURE.

1-2. PRINCIPALS OF HORTICULTURE.

A course considering the principles of plant growth and culture, theory and practice and plant propagation, and elements of trucking. It includes a study of seedage, cuttage, layerage, graftage, etc., pruning, training, spraying, insecticides, fungicides, construction and management of hotbeds and cold frames, and the fundamentals of trucking.

Text: Bailey's Principles of Horticulture.

Four hours of recitation and two hours of laboratory work.

NATURE STUDY.

Professor Roy.

Purpose: To develop an appreciation of and love for nature; to awake finer feelings for and broader sympathies with living things; to gain a deeper insight into the simpler phenomena of nature and the common things of life, and a clearer conception of their relations to man; to learn to enjoy the beautiful and appreciate the useful; to find that attitude to and method in nature study that make the teacher efficient in solving class-room problems in this subject, to the end that nature study may be more easily and readily taught in the schools of Louisiana.

Scope: The objects selected for study will be such as readily adapt themselves for use in the schools of the State, and will be taken from the official course to be used during the next four years. The main portion of the work will consist of excursions to garden, field and woods, lake and river—direct out-of-door observations of trees and flowers, field crops and weeds, birds and insects, land and water, the weather and the sky. The indoor work will be accessory to the field observations, and will consist of:

a. Studies to make the knowledge gained from observation more thorough, and to increase and organize concrete data for the teacher's use.

b. Reports and discussions of field observations.

c. Discussions of proper attitude to and methods in nature study.

d. Methods and plans for adapting the official course for use in different kinds of schools and under varying local conditions; discussions of the course.

e. Making class-room equipment for nature study.

f. Technique of mounting and preserving insect and plant specimens, and discussions of nature study museums.

g. Presentation of sources of material and information for the teacher.

h. Correlation of nature study with other common school subjects.

Two lectures and four hours of laboratory.

AGRICULTURE IN COMMON SCHOOLS.

Professor Roy.

Purpose: To give teachers a knowledge of the more fundamental principles of elementary agriculture, and to present methods of teaching the subject in the grammar grades.

Scope: The course will include:

a. Study of the elementary principles of the science, with a view to its introduction into more schools.

b. Discussions of method in teaching the subject.

c. Making, installing and using simple apparatus to study and illustrate principles.

d. Experiments in germination, soil water in relation to plants, plant food, seed-purity and selection, plant propagation and pollination.

e. Discussions of the value of boys' agricultural clubs, home garden clubs, and excursions to the University, as adjuncts to the work in grammar school agriculture; methods and plans for the organization of such clubs.

f. Function of the school garden in the course.

Two lectures and four hours of laboratory.

SCHOOL GARDENS.

Professor Roy.

Purpose: To place teachers in touch with the school garden movement of the country; to reveal the educational value of the garden in the training of boys and girls; and to develop an appreciation of the school garden as a phase of school work and "as a laboratory in which the different steps in the life of the plant are to be illustrated and demonstrated."

Scope: The course will consist of practical work in the garden and of class-room studies and discussions, as follows:

a. Discussions on the location of the school garden; designing and planning the arrangement of beds and walks.

b. Daily work in the school garden; marking the beds and walks; preparation of the soil for planting, sowing, care and cultivation of growing plants, use and care of garden tools.

c. The window garden; selection of plants for.

d. Study of plants available for use in school gardens at different seasons.

e. Use of flowers, vines, shrubs and trees in beautifying school and home grounds.

f. Method of conducting classes or schools in gardening.

g. Discussions of the educational value of school garden work.

h. Class-room experiments to illustrate principles involved in care, cultivation and growth of plants.

i. Study of the progress of school gardening in the country.

j. Method of correlating the garden work with other subjects of study.

Two lectures and four hours of laboratory.

PHYSICS.

Professor ATKINSON.

1. ELEMENTARY PHYSICS.

This course is designed to meet the requirements of those students in the College of Arts and Sciences and the Teachers' College who do not intend to elect physical science as their major subject. It includes mechanics, sound, and light.

Text-book: Miller and Fuerste's Elementary Physics.

Six hours a week.

2. ELEMENTARY PHYSICS.

A continuation of course 1. It includes heat, magnetism, and electricity.

Six hours a week.

9. TEACHING OF PHYSICS.

This course is designed to meet the requirements of those students in the Teachers' College who intend to teach High School Physics. The following topics are discussed: The proper relation between class-room instruction and laboratory work; text-books and laboratory manuals and blanks; laboratory equipment.

Two hours a week.

ARTS AND CRAFTS.

Miss GRUBB and Miss SMITH.

1. PRIMARY DRAWING.

Special instruction with reference to the use of books Nos. 1, 2, 3 and 4 of the Art education Drawing Book Course.

Pictorial compositions from nature, objects, and life, teaching the methods of handling water colors and crayons.

Free-hand cuttings used in both a pictorial and decorative way.

Design applied to invitations, programs, cards, appropriate for special days; also, the decoration of objects that are simple in construction.

The aim of this course is to show in a direct way how to make drawing a vital factor in teaching in the primary grades and rural schools.

Six hours per week throughout the term.

2. INTERMEDIATE AND HIGH SCHOOL DRAWING.

Special instruction with reference to the use of books Nos. 5, 6, 7 and 8 of the Art Education Drawing Book Course.

Pictorial compositions from nature, objects and life teaching the methods of handling the pencil, charcoal, and water colors. This will include the application of many principles of composition and perspective.

The aim of this course is to teach the easiest principles of perspective construction and design, also to show how to correlate the art work with the other studies, especially the reading, history, language and geography lessons.

Six hours per week throughout the term.

3. PRIMARY CONSTRUCTION WORK.

This work is composed of exercises suitable for use in grades 1, 2, 3 and 4, and includes exercises in paper folding and cutting; the furnishing of a doll house with oak tag or heavy paper furniture; illustrative work on the sand table; weaving with rugs, raffia, or yarns; cord work; design applied to the cardboard and paper construction work;

making of hats, bags, hammocks, etc., from raffia or other pliable materials by braiding or sewing and weaving; the construction of gifts appropriate for Christmas, Easter, or May Day.

Six hours per week throughout the course.

ARTS AND CRAFTS WORK FOR INTERMEDIATE AND HIGH SCHOOL WORK.

This course includes the construction and decoration of portfolios, post cards or photograph or notebooks, boxes, baskets, etc., where heavy pasteboard and the tinted papers and linens are used. Black printing and stenciling of designs on sofa pillows, scarfs, curtains, etc., cross-stitch embroidery on scrim, burlaps, and other textiles; tooling on leather for small objects, such as bodkin cases, card cases, etc.

Six hours per week throughout the term.

NORMAL CLASS. SPECIAL METHODS FOR DRAWING AND CONSTRUCTION WORK.

This course is designed especially for supervisors or for teachers who are responsible for the art work in high schools and advanced grades.

They should be familiar with the work done in the primary and intermediate Arts and Crafts classes of the summer school.

Special instruction will be given with reference to the use of Art Education in the High School; also, the planning of the work to fit local conditions, the making of outlines, the fundamental principles of art education, the study of good pictures, etc.

Six hours per week throughout the term.

KINDERGARTEN COURSE.

Miss FONDE.

1. OPPORTUNITY FOR PRACTICE AND OBSERVATION IN AN ORGANIZED KINDERGARTEN.

2. CHILD STUDY.

This will consist of criticism and analysis of work observed in practice kindergarten. A study of the physiological and psychological conditions of childhood, stages of growth, dominant interests, environment, etc.

3. KINDERGARTEN PROGRAM.

Outlines of plans of work, relation of manual occupations to play, interests and topics selected. This will include some suggestive exercises in hand work, a study of kindergarten literature with special attention to the selection of songs and stories, theories of play and its relation to work, and a classification and adaptation of games.

MUSIC.

Miss HOPGOOD.

MUSIC I.

ELEMENTARY MUSIC FOR THE PRIMARY GRADES.

The rote song in relation to school subject-matter, vocal treatment and interpretation; rythm and pitch in relation to notation; the theory and practice of music in sight reading and musical structure. Material for practice will be taken from the music books in general use and from the best song literature for children. Class demonstration.

Six hours a week throughout the term.

MUSIC II.

MUSIC FOR THE INTERMEDIATE AND GRAMMAR GRADES.

Imitative work and song observation; independent sight reading; technical difficulties; inter-

mediate tones; time analysis; two part singing; three part singing; discussion of elements; the bass clef; interpreting and reading classical music.

Six hours a week throughout the term.

MUSIC III.

MUSIC FOR UNGRADED SCHOOLS.

A course similar to Music I and adapted to the average five-grade school. Use The Common School Book of Vocal Music.

Six hours a week throughout the term.

MUSIC IV.

SIGHT SINGING.

This course is intended for the general student, who wishes a practical course to develop his own powers, and at the same time to indicate a method for teaching and judging school music. The course gives practice through songs first, for tone quality; and, second, for the development, definition and association of feeling for tone relationship with notation.

Six hours per week.

In addition to the above courses, the instructor will organize a Chorus Club. All teachers who play musical instruments are requested to bring them, in order to join the orchestra which will accompany the choruses.

Six half-hour periods a week throughout the term.

WRITING.

Miss EMENS.

The purpose of this course is to aid students to become teachers of writing as well as free, rapid writers.

Instruction will be given in position of body, pen, paper and hand; arm movement and blackboard writing.

Topics for discussion: Writing material. How to apply arm movement to word and sentence writing; finally to all written lesson work. Legibility. Use of copybooks. Psychic value of writing. Hygienic value of writing. Necessity of a well-graded course.

First Week—Position and action of arm. Imaginary writing lessons in primary grades. Study of letter forms. Suggestive devices. What should be accomplished in writing the first, second, third and fourth year.

Second Week—Drill on movement. Suggestive lessons for elementary grades. Study of figures. What should be accomplished the fifth, sixth and seventh year. Devices for arousing and retaining interest. Speed tests. How to examine and grade writing.

Six hours per week for two weeks.

TULANE UNIVERSITY SUMMER SCHOOL.

FACULTY AND COURSES TULANE SUMMER NORMAL.

E. B. CRAIGHEAD, *President of the University.*

J. M. GWINN, *Director,*

High School Teaching; School Supervision.

MARGARET E. CROSS,

*History of Modern Education; Adolescent
Psychology; Child Psychology.

HELEN HERRON, }

IDA C. BENDER, }

Method of Teaching Geography; Method of
Teaching Reading and Spelling; Method of
Teaching Numbers and Arithmetic.

U. B. PHILLIPS,

History of the South; American Colonial
History; *Economics.

ELEANOR RIGGS,

*The Teaching of History; *History of Lou-
isiana; Mediæval History.

ZILLA C. CHRISTIAN,

*Nature Study; School Gardens; Agriculture
in the Public Schools.

HARRIET BOYER,

Domestic Art; Domestic Science.

P. J. KAHLE,

First Year French; Second Year French;
Beginning Spanish.

CARRIE B. L'ENGLE,

*Music.

WM. WOODWARD,

Art.

- KATE RIGGS,
Arts and Crafts.
- J. M. ROBERT,
*Manual Training.
- CLARA R. EMENS,
*Writing.
- ELIZABETH WOODS,
*Kindergarten.
- WM. P. BROWN,
Short Story; *Shakespeare; *Composition and
Rhetoric.
- J. R. LINN,
General Psychology; *English Literature
(Thompson to Tennyson); *Romantic Poets
of Nineteenth Century.
- A. B. DINWIDDIE,
*Solid Geometry and Original Problems;
*Trigonometry (Plane and Spherical); *Ana-
lytical Geometry.
- SCOTT C. LYON,
*College Algebra; *Plane Geometry.
- T. L. TRAWICK,
*High School Algebra.
Cæsar.
- E. A. BECHTEL,
Horace; Teaching of Latin; Beginning
Greek.
- R. S. COCKS,
*Cicero; Botany.
- MYRA C. ROGERS,
*Beginning Latin.
-

*For a description of this course see the corre-
sponding course in "Syllabi Louisiana State Uni-
versity."

B. P. CALDWELL,

*Chemistry.

J. A. LYON,

*Physics.

G. E. BEYER,

*Zoology.

J. C. RANSMEIER,

Beginning German.

A Teachers' Course in English Grammar.

*For a description of this course see the corresponding course in "Syllabi Louisiana State University."

SYLLABI OF COURSES.

TULANE UNIVERSITY SUMMER SCHOOL.

(NOTE.—The following courses are not described in the Louisiana State University syllabi.)

BOTANY.

Professor COCKS.

The course in Botany will, as far as possible, follow the lines of the First Year Course in the University. It will be divided into three parts of three weeks each: Part I. The structure and functions of plants, which will include the elements of plant physiology and ecology. Part II. The study of representative types. Part III. Systematic and field study of the native flora. Instruction will be by lectures, illustrated with charts and lantern slides and by laboratory work. This is a two-hour or double course, and will complete a full year's work.

DOMESTIC ART AND SCIENCE.

MISS BOYER.

DOMESTIC ART. Study of Textiles. Different stitches and seams in plain sewing. Making of doll's outfit in hand sewing. Underwear, shirt waist and wash dress on machine. A little work in Applied Design. Each student will supply her own materials. A fee of one dollar will be charged to meet the necessary running expenses of the sewing room.

• DOMESTIC SCIENCE. Systematic Course in Plain Cookery. Marketing and cost of food. Serving of meals. Weekly lessons in text-book with scientific

experiments. Observation of class of small children in cooking every two weeks. Students will pay a fee of seven dollars to cover the expenses of the materials used. The materials will usually serve to supply the student with her mid-day meal.

Text-book: Elements of the Theory and Practice of Cooking, Williams and Fisher.

SUPERVISION AND ADMINISTRATION OF SCHOOLS.

Professor GWINN.

This course is designed for all who have to do with the supervision of schools in any way, whether parish or city superintendents, supervising principals or members of supervising boards. The problems of the school board, the superintendent and the principal in the organization and administration of schools are treated in this course. These problems will include school finance, construction and equipment of school buildings, school hygiene, modes of appointment, promotion and dismissal of teachers, teachers' salaries, making the course of study. This course will be conducted by means of lectures, reading reports, visitation of schools and school buildings.

Text-book: Dutton and Suedden's Administration of Public Education.

CHILD PSYCHOLOGY.

Miss Cross.

This course will seek to set forth the important facts concerning the nature and development of the mind during childhood, with special reference to the significance of these facts for education.

Text-book: Fundamentals of Child Study.

PSYCHOLOGY OF ADOLESCENCE.

MISS CROSS.

This is a course in educational psychology which deals with the period of adolescence. While it is of interest and value to all teachers and others dealing with youth, it is especially designed to meet the needs of the high school teacher.

Text-book: Hall's Youth, Its Education, Regimen and Hygiene.

METHOD OF TEACHING READING AND SPELLING.

MISS HERRON. Dr. BENDER.

This is a practical course for teachers in the elementary school. It will consider in much detail the method of teaching reading and spelling through the grades. The application of the psychology of reading and spelling will be given especial attention. There will be model lessons to illustrate the method of teaching.

METHOD OF TEACHING GEOGRAPHY.

MISS HERRON. Dr. BENDER.

This course will consider the objects and methods of work and principles involved in teaching geography in the grades below the high school; model lessons; coordination with history and other subjects; its place and importance in the curriculum; necessary equipment; assignment and preparation of the lesson; class instruction. Constant reference will be made to the methods of handling Frye's Geographics as a text-book.

METHOD OF TEACHING NUMBERS AND ARITHMETIC.

MISS HERRON. Dr. BENDER.

The principal topics included in this course are: Objects and aims of mathematics in the grades;

materials and methods used in presenting the various topics throughout the grades; what should be taught in each grade; the application of the principles of method to the teaching of mathematics in the elementary school. In addition to the regular class work there will be model lessons with classes of children.

A TEACHERS' COURSE IN ENGLISH GRAMMAR.

This course will present a careful analysis of the subject, with some attention to the historical development of the language.

THE SHORT STORY.

Professor BROWN.

The course is designed primarily to give an insight into the history and the constructive side of the art of short-story writing. Suitable examples of study will be given; a text-book will be used, supplemented by lectures and reports.

ELEMENTARY FRENCH.

Dr. KAHLE.

Grammar and Reading. Frazer and Squair's French Grammar; Labiche and Martin's *Le Voyage de M. Perrichon*; Fortier's *Precis de l'Histoire de France*.

N. B.—In this course special attention will be given to pronunciation.

ADVANCED FRENCH.

Dr. KAHLE.

Composition and literature. All work in classroom will be conducted in French. In this course prose composition, the history of French literature and the classic drama will be studied.

Texts: Vreeland and Koren's Lessons in French Syntax and Composition; Fortier's L'Histoire de la Litterature Francaise; Moliere's Les Femmes Savantes; Racine's Andromaque, and Corneille's Le Cid.

ELEMENTARY SPANISH.

Dr. KAHLE.

Grammar and Reading. Hill and Ford's Spanish Grammar; Ramsey's Elementary Spanish Reader.

ELEMENTARY GERMAN.

Professor RANSMEIER.

The work will be equivalent to that of the first year at Tulane, and will comprise drill in the fundamental principles of German grammar and the reading of easy standard literature, with such supplementary conversational drill as the time permits. This is a double course and requires two hours of class-room work each day.

Text-books: Bierwirth's Beginning German; Huss' German Reader.

ELEMENTARY GREEK.

Professor BECHTEL.

This course is planned for mature students, especially those who have a fair knowledge of Latin. During the first six weeks, the paradigms and the simpler rules of syntax will be studied; the reading of the first chapters of Anabasis will be attempted in the last three weeks.

HORACE. ODES.

Professor BECHTEL.

Special emphasis will be laid upon the metrical reading of the odes and the appreciation of their literary value. Lectures will also be given upon the age of Augustus and the Augustine poets.

THE TEACHING OF HIGH SCHOOL LATIN.

Professor BECHTEL.

This course is intended for teachers of Latin in high schools, and has for its object the discussion of the problems of the various portions of the high school course and the best methods to pursue. It will be divided into three parts of three weeks each: (a) the First Year Latin; (b) the Teaching of Cæsar; (c) the Teaching of Cicero's Oration. The work will be carried on by means of informal discussions and papers prepared by members of the class on assigned topics. The books recommended for the State high school course will be used as texts.

HISTORY OF THE SOUTH.

Professor PHILLIPS.

An economic, social and political study. The plantation system, with its dependence upon staple crops, unfree labor, free trade and local autonomy, is taken as a key to the development and policy of the South. The first half of the course deals with the internal development of the South; the latter half with the sectional issues of state rights and slavery.

HISTORY OF COLONIAL AMERICA.

Professor PHILLIPS.

The course extends from Columbus' discovery to the revolt from British control. Lectures, discussions, collateral reading, reports. Channing's History of the United States, Vols. I and II.

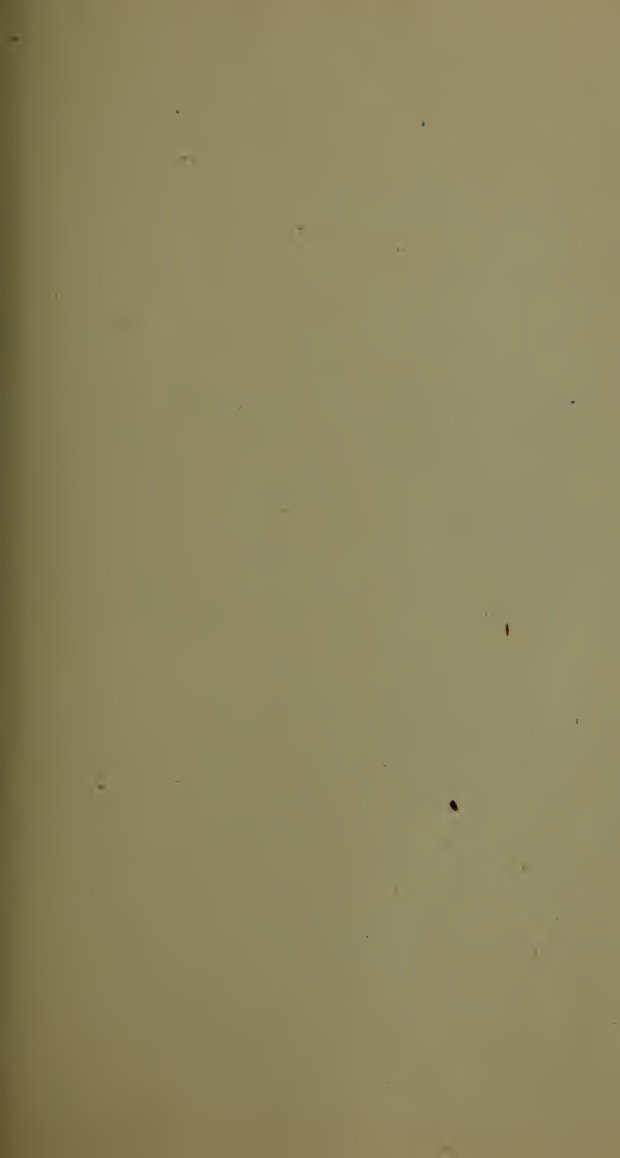
MEDIAEVAL HISTORY.

Miss RIGGS.

An examination of the characteristic features of European History from the break of the Roman

Empire to the beginning of the Renaissance. Among the topics considered are: The social and intellectual conditions of the Roman Empire and the causes of its disintegration; the nature and development of the Papal Imperial controversy; the beginning of nationality in Europe; the culture and institutions of the mediæval world.

Text-books: Robinson's History of Western Europe (Part I); Robinson's Readings in European History (Vol. I).



F

LIBRARY OF CONGRESS



0 019 739 174 1